

Science Curriculum Formal

Intent	Implementation	Impact	Measuring impact
<p>Science at Beaucroft aims to offer a student-centred, structured approach to teaching and learning which enables the student to gain knowledge of the world together with some understanding of life and physical processes.</p> <p>Students will be taught the necessary skills to understand how science works at an appropriate level to their understanding; to develop knowledge and understanding of Organisms, and the environment, Materials, properties and the Earth and Energy, forces and space ; to use appropriate terminology and methods to communicate their ideas and observations; and, use safe working practices.</p>	<p>Science within the Formal Curriculum is taught through a three-year rolling programme of termly themes, pupils experience and encounter science either as discrete science lessons or commonly through cross-curricular topics. The teaching of science will be focused to allow individual students to access scientific themes at a level appropriate to their learning.</p> <p>Pupils learn about the key concepts of biology, chemistry and physics through an enquiry / practical based curriculum. They use a variety of scientific language and have the opportunity to solve problems and discuss their findings. They make hypotheses and with support where necessary plan investigations and fair tests to find answers. They present their findings in a variety of different ways. Students explore how Science is used and its implications.</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. investigate and make observations and, where appropriate, take measurements using standard units, using a range of equipment. ask relevant questions and with support use different types of scientific enquiries to answer them. gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, draw and label diagrams, bar charts, and tables. identify differences, similarities or changes related to simple scientific ideas and processes. use straightforward scientific evidence to answer questions. use results to draw simple conclusions. report on findings in a variety of formats including oral and written explanations, displays or presentations. 	<ul style="list-style-type: none"> • Individual Learning Journey's • EHCP outcomes • SaLT • Attendance • Classroom monitor data/ Mapp data • Class assessment recording sheets. • Post-it notes. • RAG charts. • Photos and videos • Person Centred Reviews • Parent consultation meetings. • Camera: Photos of work for assessment.